DOCUMENT RESUME

ED 315 654 CE 054 256

TITLE	Project PROVE. Parolees and Probationers Realize Opportunities via Education. Final Report 1988-89. A National Adult Education Discretionary Program.
INSTITUTION	Jefferson County Public Schools, Louisville, Ky.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	89
NOTE	67p.; For a related document, see CE 054 257.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adult Basic Education; *Adult Literacy; Attitude Change; Computer Assisted Instruction; *Correctional Rehabilitation; Demonstration Programs; Group Instruction; High School Equivalency Programs; Individualized Instruction; *Instructional Effectiveness; Peer Teaching; Teaching Methods; Tutors; Volunteers
IDENTIFIERS	*Exoffenders; General Educational Development Tests; Kentucky (Louisville)

ABSTRACT

Project PROVE was a 1-year research project that determined the effectiveness of specific adult basic education (ABE) instructional techniques compared to those used in traditional ABE programs. The effectiveness of a strong communication linkage between the Jefferson County Probation and Parole Office (JCPPO) and Jefferson County Public Schools in increasing the participation and success of the clients was also examined. Beginning in November 1988, clients referred by the JCPPO to the public schools received systematic, individualized instruction involving teacher-directed group instruction, individualized self-instruction, computer-aided instruction, volunteer tutors, and peer tutors. Each student spent 3 hours in class each day. Of the 215 probationers and parolees referred to Project PROVE, 123 individuals were assessed and enrolled. Thirty of the enrollees were women, and 93 were men. Seventy enrollees were black, and 53 were white. During the year of project operation, 13 General Educational Development (GEDs) diplomas were awarded, and 12 other individuals had begun the GED testing process. Quantitative data showed grade-level increases and GED passing rates significantly greater than those customarily seen in a traditional adult education setting. A monitoring process was found essential to ensure enrollment and ongoing participation with this population. Qualitative information indicated that the teaching philosophy and techniques implemented in this project had a positive effect in changing attitudes and perceptions. (Eleven appendices contain an instructional preference scale, two graphic explanations of the project's instructional design, a referral form, an education plan form, a weekly progress report, and three charts and a table that report the study's findings.) (CML)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C. Heatherly

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

Jefferson County Public Schools
Adult and Continuing Education
4409 Preston Highway
Louisville, Kentucky 40213

Final Report: Project PROVE
1988-89

Project PROVE was supported by a grant from the
U.S. Department of Education,
As A National Adult Education
Discretionary Program

Jeannie Heatherly, Project Director
Cynthia Rodosky, Project Coordinator

January, 1990

BOARD OF EDUCATION
Chairman, Jim Hearn
Vice-Chairman, Allen D. Rose
Laken Cosby, Jr.
Carol Ann Haddad
John D. Heyburn
Sherry K. Jelsma
Robert J. Schmitt

SUPERINTENDENT
Donald W. Ingwerson, Ed.D.

Project PROVE
Final Evaluation
1988-89

TABLE OF CONTENTS

		Page
I.	OVERVIEW	1
II.	BACKGROUND	2
	Goals and Objectives	3
III.	OPERATION	5
	Design	5
	Methodology	7
	Design and Methodology of the Research Component	11
IV.	DATA: THE TREATMENT & CONTROL GROUPS	14
	Quantitative Results	16
	Qualitative Results	18
V.	FINDINGS AND CONCLUSIONS	21
	Formative Changes	24
	What Worked and Why	26
VI.	RECOMMENDATIONS	30

APPENDICES

A. Instructional Preference Rating Scale
B. Project PROVE Instructional Design
C. Form From Judge
D. Handbook for Vocational Assessments
E. Educational Plan
F. Weekly Progress Report
G. Student Flow
H. Academic Gains for Treatment Group
I. Average Reading & Math Increases Correlated with Instructional Hours
J. Comparison of Hours of Attendance
K. Pre and Post Test Achievement Data

I. OVERVIEW

Project PROVE is an acronym for Probationers/Parolees Realize Opportunity Via Education, a project funded to the Jefferson County Public Schools by the U.S. Department of Education.

Project PROVE was the continuation of a 1987-88 state-funded 310 Project called "Sentence to Learn". Both the original Sentence to Learn project and its successor, Project PROVE, were initiated to assist parolees and probationers in improving their educational levels thereby opening new avenues of higher education, self-improvement, and employment opportunities.

Project PROVE was a one-year research project initiated in order to examine two key components: 1). the effectiveness of specific adult basic education (ABE) instructional techniques that were unique to Project PROVE as compared to the techniques and delivery systems in traditional ABE programs, and 2). to determine the effectiveness of a strong communication linkage between the Probation and Parole Office and JCPS the providers of the educational component upon the participation and success of the clients.

In the fall of 1988, Project PROVE was funded by the U.S. Department of Education, Office of Vocational and Adult Education, National Adult Education Discretionary Program. Utilizing its custom design and unique methodology in order to work effectively with this population, this project began operation in November, 1988. Clients referred by Jefferson County Probation and Parole Office received systematic, individualized instruction utilizing a variety of teaching and communication methods. Participation was enhanced due to the effective communication link established between agencies.

During the year of its operation, 13 GED's were awarded and 12 other individuals had begun the GED testing process. Quantitative data showed grade level increases and GED passing rates significantly greater than those customarily seen in a traditional adult education setting. Also, the research data confirmed that a monitoring process was essential to insure enrollment and on-going participation from this population. Finally, qualitative information indicated that the teaching philosophy and techniques implemented in this project had a positive effect in changing attitudes and perceptions of this population.

II. BACKGROUND

The need for an educational program designed to serve parolees and probationers was great. In Jefferson County, there are between 2,500 and 3,000 active parolees, a high percentage of these are undereducated, unemployed or under employed. Statistics indicate that an individual who has been incarcerated is 75% more likely than the general public to be undereducated, and has a more difficult time accessing educational systems than the general public. Yet, without education and job training, they often are unable to break away from the cycle of crime and eventually return to jail.

The Jefferson County Corrections System was under a court-ordered mandate to limit the number incarcerated. Therefore, the rate of prisoners being released into the parole system was greater than ever, putting an additional strain on an already overloaded parole system. The probation and parole officers handling this heavy caseload of clients found that there were few educational options available for their clients. There were existing adult education learning centers open to all adults in Jefferson County, including this population. These centers, however, were not meeting the needs of this special group. Most clients simply did not show up; when they did, teachers and learning center coordinators observed generally weak performance from this group.

Meetings between adult educators and corrections officials confirmed a strong mutual interest in a specifically designed program that would deal effectively with this population. To improve the performance of the target population, the program was characterized by two new approaches to the problem of offender education: first, regular, close communication between the two agencies; second, a segregated, intensive learning environment with clear-cut objectives. There was a need to implement an effective educational program that would be directly linked with the Probation and Parole Office. This link would permit the officers to refer an individual to an educational program designated specifically for this population. The program would provide intensive, goal-oriented instruction with an established communication system that would accomplish the educational needs while preventing anyone from "falling through the cracks".

A 310 proposal to the Kentucky Department of Education was submitted and funded in 1987-88. The program was entitled "Sentence To Learn" and was the forerunner for Project PROVE. The methodology for Sentence To Learn followed the same intensive, structured instructional design with a monitoring component. In order to minimize confusion and maintain continuity for the officers, the name "Sentence To Learn"

continued to be used in all communications with the Probation and Parole office.

GOALS AND OBJECTIVES

Goals and objectives dealt with two specific areas: 1). the quantitative measurement of enrollment, participation, and academic increases of the treatment group, and 2). the superiority of Project PROVE's instructional model as compared to the traditional adult education model for this population.

In addition, an instructional preference rating scale (Appendix A) provided empirical data indicating which of the five methods utilized in the treatment group were preferred by the participants. This information provided valuable information on the type of instructional methodology perceived as most effective by the participants themselves.

Qualitative data obtained by documented interviews and comments from the students in the treatment group demonstrated the strength of the instructional philosophy and model of Project PROVE in changing attitudes. Implications indicate improved self-image and positive perceptions about the value of education.

Specific goals and objectives of Project PROVE were:

GOAL 1: To increase participants' academic level of achievement in reading and math and/or facilitate in attaining a GED.

Objective 1.1 - Upon enrollment 100% of participants will be pre-assessed and counseled for academic and vocational goals.

Objective 1.2 - 100 parolees and probationers will be referred by their officers and enrolled into Project PROVE (treatment group only).

Objective 1.3 - By the end of program, 60% of the 100 members of the treatment group will have remained in the program for 75 hours.

Objective 1.4 - Of those 60 participants who have completed 75 instructional hours, 90% (54) will have gained at least two (2) grade equivalency levels in reading or math.

Goals and Objectives (Cont'd)

Objective 1.5 - Of those participants who entered at or achieved an 8.5 reading level and received 75 hours of instruction, 50% will obtain a GED certificate.

GOAL 2: To demonstrate the superiority of the intensive instruction model over the traditional adult education model for parolees and probationers.

Objective 2.1 - By end of program, the rate of retention in the program (at least 75 hours) will be 50% better than the retention of the control group.

Objective 2.2 - By the end of program, the percentage of the treatment group who have gained two grade levels in reading or math will be twice as great as the percentage of the control group who have achieved a two-grade level gain.

Objective 2.3 - By the end of program, of those participants who entered at, or attained, an 8.5 reading level and received 75 hours of instruction, the percentage of the treatment group who earn a GED will exceed the percentage of the control group who earn a GED by at least 25%.

Objective 2.4 - Members of the treatment group will indicate a preference for teacher-directed learning over self-directed instruction, as evidenced by the rating on a preference scale.

III. OPERATION

Intervention With The Treatment Group

Mention has been made about the unique instructional methodology and design of Project PROVE. These specifically designed components deserve some explanation. First, the project design ensured that the communication and coordination between the educational and correctional agencies would be maintained throughout the project's duration. An established, open referral system would permit officers quick and easy access to the project. It also guaranteed a detailed overview of each participant's educational needs and vocational goals. Additionally, Project PROVE's instructional methodology relied upon an intensive, teacher-directed curriculum. The implications of this design--its clear goals for each participant, along with the intensive, active, and positive learning environment--go far beyond traditional offender education. The success of this project should interest all adult educators.

DESIGN

The instructional design for participants in Project PROVE followed these steps: (Appendix B)

-Referral
-Academic Assessment (TABE)
-Counseling
-Vocational Assessment (SAGE)
-Counseling
-Educational Plan
-Placement in Class
-Instruction
-Five-Week Reassessment
-GED
-Vocational Training

The design began with the referral of a client by their supervisory officer at the Office of Probation and Parole. A form stipulating the requirements for persons on probation or parole was prepared by the presiding judge. See Appendix C. During the program year, this form was revised to include a statement directing that the individual must attend an adult education program. This served to acknowledge the necessity for improved educational skills, and also served to strengthen participation requirements for programs such as Project PROVE.

To make a referral, the officer simply called the Project PROVE office and gave the officer's name and client's name. Officers referring new clients to the program could call and

Design (Cont'd)

refer a new participant on any day, instructing the client to report to Talbert Education Center on the subsequent Friday. Assessments were done each Friday morning at 9:00. Officers were notified in writing when their client reported to Talbert for the assessment process and enrollment into the program. Officers also received written notification about individuals who had been referred but did not report. This tight referral system made it virtually impossible for individuals to be referred and "lost". The purpose was to prevent anyone from "falling between the cracks."

The Tests of Adult Basic Education (TABE) was used as the primary assessment tool. The next step involved a counseling session with the project coordinator. At this time, the assessment results were shared with the client and the components of the program was fully explained.

A vocational assessment was also made available for Project PROVE participants. (Appendix D) The vocational assessment was completed at the Jefferson County Public Schools Career Assessment Center utilizing the System of Assessment and Group Evaluation (SAGE). This process analyzed and evaluated an individual's strengths, skills, and aptitudes, thereby assisting the client in self-understanding and awareness of increased options. This evaluation measured an individual's areas of interest, reasoning, math, and language abilities, vocational aptitude and provided an accurate and thorough information base. This information, in turn, was used in a follow-up counseling session to develop realistic goals and address new occupational opportunities.

Once the assessments were completed, an educational plan (Appendis E) was jointly devised by the client and project coordinator. This plan mapped out long-term vocational goals, and long-and short-term academic goals. In addition, behavioral objectives were outlined. This plan was signed so as to establish a "contract".

At this point in the instructional flow, the participant was placed in the appropriate class. Two separate classes were established to serve the Project PROVE students enrolled at Talbert. The first worked with students with grade level equivalents of 0-5.9. The second served students with grade level equivalents of 6.0+.

The instruction, as stated in the educational plan, covered a five-week cycle, with classes meeting five days a week for three hours a day. At the end of each cycle the student was given a post test to measure gains in designated areas, with the results helping to establish revised or additional short term objectives. The reassessments indicated if a student

Design (Cont'd)

was ready to take a GED test or if continued instruction was needed.

The progress made by a participant was shared with the referring agency. A system of communication and feedback was pre-established between the Project PROVE staff, teachers, and officers at Probation and Parole. Each week a progress report (Appendix F) was submitted to the Probation and Parole Office that indicated each client's academic progress, attitude, and attendance, with an additional section for teacher comments. The supervising officer received this sheet for his/her clients that participated in the program. It was quite common to hear from the students that the supervising officer made mention of the previous week's report--both the positive and negative comments. This consistent link between teacher and officer provided a very strong support system, that in many instances, had a significant effect in the student's attendance or progress.

Upon completion of the GED tests, the final step in the instructional design was taken. In a final counseling session, plans for achieving the student's vocational goals were discussed and the necessary steps to achieve those goals were facilitated. Appendix G depicts the student flow through the process.

METHODOLOGY

Perhaps the most unique and exciting aspect of Project PROVE was its unusual classroom environment. In the past, teachers had found that most parolees and probationers responded poorly to the traditional, self-directed independent study that is heavily employed in most adult education classes above the 6th grade equivalency level. They sensed that this group needed a greater degree of guidance, direction, and supervision. In short, a more varied program and a more active teaching style, coupled with a sense of purpose and camaraderie were required. This could be achieved in the segregated class setting.

The instructional approach for Project PROVE employed five methods: teacher-directed group instruction, individualized self-instruction, computer-aided instruction, volunteer tutors, and peer tutors. A traditional adult education class leans heavily on self-instruction and/or one-on-one instruction, either with a volunteer or with a teacher. Project PROVE is distinguishable by the development of an educational plan, its reliance on active teaching, (group learning, both planned and spontaneous,) and the structured nature of the curriculum. During the three hours of class

Methodology (Cont'd)

each day, students spent time working individually, in the computer learning lab, and in a group session.

Staff recognized at the inception of the program the need to incorporate different modes of teaching. The separate, structured class design made it possible to offer this variety of teaching methods to match the individual learning style needs of our students. Each of these instructional styles had certain characteristics that appealed to students and strengthened the effectiveness of the learning process.

Teacher-directed group lessons usually were held during the last segment of the morning, but also occurred spontaneously when those "teachable moments" arose. Such lessons covered a wide variety of topics--specific test-taking skills, daily living skills, current events, geography, and essay writing to name a few. Of all the approaches, this one seemed to be the most popular with the majority of students. Students responded to the interaction between teacher and students by active participation, building cohesiveness and camaraderie within the group. The group lessons were structured, yet flexible. Teacher enthusiasm played a significant role in its success.

The self-directed individualized instruction comprised one portion of each morning. The work may have been in any skill area needed, as determined in the initial assessment. The designated material and assignments were set by the teacher (with student input) who also explained the purpose and direction of the assignments with the student. This method met the need for the student's materials to be tailor-made to his or her own instructional level. It permitted the student to move through the materials at his/her own pace, and for those materials to be adjusted or changed as necessary. Students received guidance from a teacher or tutor on a one-on-one, as needed, basis.

Students received approximately one-half hour of computer-aided instruction each day. Primarily, the computer provided additional drill and practice on previously introduced skills. There were two key benefits to this method of instruction. First, because the computer could offer a wide range of skill development at multiple levels, students could be programmed into exactly the areas that needed attention. Drill work became much more pleasant as a result of the the immediate positive feedback built into the computer program. Second, many students experienced a dramatic boost in self-confidence because of the ability to work with a computer. Students who were unfamiliar with computers were always surprised that they could operate them so quickly. This familiarization with computers may be an important asset

as these students face the need to be computer literate in the future.

Volunteers trained through JCARP (Jefferson County Adult Reading Program) provided assistance which significantly aided the classroom instructor. Students did not nave to "wait" to receive attention during self-directed activities. Volunteers were willing to assist with a variety of tasks. The volunteer tutors presence in the classroom impacted significantly on the participants about the importance of what they were doing. Often the volunteer tutors became a "significant other" for an individual student--one to whom the student could relate and as a result receive encouragement and motivation. Additionally, students felt good that others voluntarily gave of their time to help them.

The fifth instructional approach dealt with the peer tutoring component which was new to the project this year. Peer tutors were selected from the Project PROVE class. Success was measured by attendance, academic performance, and exhibition of positive attitudes. Participants who exhibited good attendance, academic performance, positive attitudes and who completed the GED exams, were eligible to become peer tutors. These individuals received a stipend for tutoring basic reading and math skills in the Project PROVE classes.

The peer tutoring concept was found to be highly successful. Benefits were evident for both the student and the tutor. The tutor often served as a positive role model for other students. For example, one female student commented how nervous she was about coming into the program. The peer tutor shared her own experiences of how she had felt when she started the class and reassured the student that "this class was different." Both student and tutor profited from this ability to relate, understand, and provide moral support.

Increased self-esteem and acquisition of job-related skills benefitted the peer tutor. In every case, the self-image of the tutor was obviously bolstered which their verbal statements confirmed. Peer tutors demonstrated responsibility for being on time and taking their duties seriously. These duties varied from reinforcing basic skills with individual students, to assisting with record keeping procedures, and operating office equipment. One peer tutor showed additional initiative by keeping a daily log of the tasks she performed each day.

Any observer at Talbert immediately understood that this was no run-of-the-mill class. Work was steady, with the students moving in shifts from time spent in the computer lab, working

independently with books, and planned group sessions. The teachers were in constant motion as they circulated among the students, inquiring about how the work was coming. This style of making oneself available to students tended to minimize any discomfort associated with raising a hand for help or approaching the teacher's desk with a problem. At one point, a student who was working independently had a question. The teacher looked around and asked whether anyone could answer it for him. No one was quite sure, but she had everyone's attention and proceeded to animate the whole room with a brief, spontaneous lesson on the blackboard contrasting mushrooms and plants in their growth and reproductive patterns. Capturing such "teachable" moments was a very common occurrence, and easily handled in the self-contained classroom. The purchase of the newly obtainable lottery ticket by one student, for example, led to several lessons on probability, cost effectiveness, and percentage of weekly income expended.

Teachers in Project PROVE were particularly sensitive to the outside pressures that tended to complicate the lives of their parolee and probationer students. Students sometimes brought problems or materials to class. They might want to know how to balance a checkbook, to understand a son's homework assignment in order to help their child, or clarify the intricacies of a lease agreement. One teacher commented that, "A lot of them have personal problems and crises that make their lives more difficult than my life has ever been." On the other hand, the project's teachers were not told and did not ask about the student's record or the nature of his/her offense. That students were treated equitably went far in building the parolee and probationer's confidence.

Fear and low self-esteem plague nearly all adult learners. But probationers and parolees might need even more emotional reinforcement because of their broad past experiences with failure. The effort to instill positive attitudes regarding education in the participants began with the initial counseling session and was stressed by instructors on a daily basis.

The segregated classes, (members of the class were parolees and probationers exclusively), sometimes questioned by observers, actually served several positive purposes. The concept of the self-contained class allowed for a multi-teaching approach, and spontaneous instructional style which was utilized daily. The group lessons encouraged interaction that fostered active participation and emotional support between the students. The building of trust within the group led to an atmosphere of acceptance. As one student put it, "I don't have to wear any masks up here. People

Methodology (Cont'd)

accept me just as I am."

The classes were segregated, therefore, not because the target group was comprised of people on probation and parole; but it allowed staff to incorporate the project's design and methodology in a way that the traditional adult education classes could not.

Design and Methodology of the Research Component:

The research component compared the progress of probationers and parolees in two different instructional settings. Those individuals referred to traditional adult education classes and centers became the control group. Those individuals referred specifically to Project PROVE classes formed the treatment group. While the purpose of both educational settings was to increase academic skills and prepare students for the GED exam, the treatment group received this instruction in a closely monitored, structured, and teacher-directed framework, while the control group received the traditional self-instruction, self-structured, self-monitored approach.

Probation and parole officers making the referrals decided where their clients would attend, and therefore, who would comprise the control and treatment groups. This decision was based on many different variables: client preference, work constraints, proximity of the facility, or any other reason that might bear upon their client's ability to attend.

Officers were requested to notify the coordinator for Project PROVE when making a referral to any educational site for GED study and/or upgrading of academic skills. The names of the individuals were recorded for both the control group (if referred to a traditional adult education center) and the treatment group (if referred to Project PROVE).

The instructional methodology and design used in the traditional adult education classes (control group) and that found in Project PROVE (treatment) were quite different. The following chart illustrates the instructional components that the control group received compared to the treatment group:

Control Group (Traditional adult education)	Treatment Group (Project PROVE)
1 .Enrollment form	1. Enrollment form
2. Assessment using TABE	2. Assessment using TABE Delineation of short- & long-term academic and vocational goals (educational plan) Explanation of program & student requirements
3. Placement in ABE/GED	3. Placement in PROVE ABE/GED
4. Assignment of instructional material	4. Assignment of instructional material
5. Instructional components a. Self-directed instruction	5. Instructional components a. Self-directed instruction b. Computer-aided instruction c. Teacher-directed group work
6. Support personnel a. Volunteer tutors (at some sites)	6. Support personnel a. Volunteer tutors b. Peer tutors
7. Class schedule - self-determined, no set time or length	7. Class schedule - pre-determined, set periods of breaks and instruction
8. Schedule for evaluation of progress - self-determined, no set schedule	8. Schedule for evaluation of progress - jointly determined by teacher and student, set schedule
9. Attendance requirement - self-determined, no set requirement, unmonitored	9. Attendance requirement - pre-determined, monitored by weekly reports

Design and Methodology of the Research Component (Cont'd)

The purpose of the research component was to compare the effects of Project PROVE's design and methodology in educating this target population of probationers and parolees to a control group of probationers and parolees in the traditional adult education framework. Staff compared the monitored, structured, multi-styled instructional design (treatment) to the traditional design (control) by compiling the following statistics within both groups:

1. The number of clients referred compared to the number who actually enrolled.
2. The average number of hours attended
3. Number of clients who attended a total of 75 hours
4. Gains made on the TABE in reading and/or math
5. Number of GED's attempted, percentage who passed

In addition, the treatment group received an instructional preference scale to rate the preferred methods of instruction (self-directed instruction, teacher-directed instruction, computer-aided instruction, volunteer instruction, and peer-tutor instruction).

IV. DATA: THE TREATMENT AND CONTROL GROUPS

The treatment group included those individuals who were referred by the Jefferson County Probation and Parole Office to participate in Project PROVE classes. Tables 1 and 2 provide data on the 123 participants in the treatment group. Table 1 summarizes the number of referrals and enrollments, sex, race, employment status, attendance information, and number of pre- and post- tests. Table 2 lists all members of the treatment group and details of background information, pre- and post- test scores, and goals attained.

A total of 215 probationers and parolees were referred to Project PROVE. Referrals were "enrolled" upon completion of an enrollment form and the TABE reading assessment. From the 215 referrals, 123 individuals were assessed and enrolled. (The remaining individuals did not report; officers were notified immediately by the project coordinator. It was up to the discretion of the officer as to the appropriate measures to be taken at that point.) The referral/enrollment rate for this group was 57%.

The ages of the treatment group ranged from 18 to 36 years old. Approximately two-thirds of the group were males. Fifty-seven percent were black, and 43 % were white. Fifty-nine percent were unemployed, while 41% were employed. From these data, an "average" group member may be described. The "average" group member was a black unemployed male between the ages of 21-25.

TABLE 1

TREATMENT GROUP DATA SUMMARIZED - 1989

215 - Referred
123 Students - Enrolled
18-20 year old = 14
21-25 year old = 35
26-30 year old = 30
31-35 year old = 29
36 year old = 15

Sex
Females = 30
Male = 93

Employed
Employed = 50
Unemployed = 73

Race
Black = 70
White = 53

Income Sources of Unemployed
Welfare/Disability = 19
Unemployment Comp. = 1
Social Security = 3
No Income = 50

Attendance - 123 students attended 5,481 hours for an average of 44 hours per student, ranging from the lowest of 3 hours to the highest of 222 hours. Median = 35 hrs.

1 to 14 hours = 30
15 to 29 hours = 22
30 to 44 hours = 24
45 to 59 hours = 13
60 to 74 hours = 9
75 + = 25

Reading & Math Testing

Pre and Post = 45 Persons
(Pre & Post Reading = 42 Persons)
(Pre & Post Math = 33 Persons)

GED's Attained

13 GED's Attained
12 in Process of Testing
17 Who Obtained Jobs
4 Who Enrolled into Higher Education/ Vocational Training

Data: The Treatment and Control Groups (Cont'd)

The control group consisted of those individuals who were referred by the Jefferson County Probation and Parole Office to participate in an adult education program at any site other than Project PROVE. Table 2 provides the data on the control group members. The "average" control group member was a white, 25 year old, unemployed female.

An individual was considered "enrolled" upon completion of an enrollment form and a reading assessment. While 28 parolees and probationers were referred to alternate adult education sites, only ten reported as requested. Three of those individuals filled out the enrollment form, but did not complete the reading assessment, and did not return. The remaining seven members of the control group represented a referral/enrollment rate of only 25%.

TABLE 2

CONTROL GROUP DATA SUMMARIZED

28 - Referred

7 Students - Enrolled
- 18-20 year old = 1
- 21-25 year old = 2
- 26-30 year old = 4
- 31-35 year old = 0
- 36 year old = 0

Sex
- Females = 4
- Male = 3

Race
- Black = 2
- White = 3

Employed
- Employed = 1
- Unemployed = 6

Income Sources of Unemployed
- Welfare/Disability = 4
- Unemployment Comp. = 0
- Social Security = 0
- No Income = 1
- Unknown = 1

Attendance - 7 students attended 153 hours for an anverage of 22 hours, ranging from lowest of 3 hours to highest of 92. Median = 7 hours.

- 1-14 hours = 5
- 15-29 hours = 0
- 30-44 hours = 1
- 45-59 hours = 0
- 60-74 hours = 0
- 75 + = 1

Reading & Math Testing
- Pre and Post = 0 Persons

GED's Attained
- 0 GED's Attained
- 0 in Process of Testing
- 0 Who Obtained Jobs
- 0 Who Enrolled in Higher Education/ Vocational Training

QUANTITATIVE RESULTS

Formative and summative data substantiated the effectiveness of Project PROVE's program design and selected instructional strategies in accelerating adult learning.

Pre-post assessment tests using the TABE or Slosson (for very low functioning readers), weekly attendance reports,and referral summaries were compiled and analyzed to provide data for each of the goals and the nine program objectives.

The first goal of the project was to increase the academic level of achievement in reading and math and/or to facilitate the attainment of GEDs for the treatment group. To meet this goal, Objectives 1.1 and 1.2 first established that 100 parolees and probationers would be preassessed, counseled, and enrolled in the program.

Project PROVE enrolled a total of 123 probationers and parolees by the end of the program year. All individuals in this treatment group were preassessed and counseled for enrollment into the project. Table 1 provides the data on this treatment group.

Objective 1.3 stated that 60% of those enrolled would complete 75 hours of instruction. Day classes, meeting three hours per day, five days each week, allowed a participant to complete 75 instructional hours in one five-week cycle. As a rule, however, due to attendance patterns, several cycles were required to accumulate 75 classroom hours. Twenty-five participants, 20% of the treatment group, completed 75 or more instructional hours. See Appendix H.

This group clocked an average of 104 hours, ranging from 75 to 222 hours. Twenty-one were pre- and post-tested in reading, while 14 were pre- and post-tested in math. They made an average reading gain of 2.3 and an average math gain of 1.5.

The "average " individual in the group that completed 75 or more hours of instruction, was a 29 year old, black unemployed male with no source of income. The age range was 18-48 years. Fifteen were black, while nine were white. Seventeen were male, while seven were female. In addition, 15 of the 25, or 60%, were unemployed.

Objective 1.4 estimated that 90% of the members of the treatment group who received 75 hours of instruction would increase their reading and math by two (2) grade equivalency levels. Test results indicated that reading or math levels were raised two grade levels by eleven (11) participants, for a 44% rate.

Quantitative Results (Cont'd)

Average gains by this group were as follows: reading +2.3, math +1.5. See Appendix I.

Objective 1.5 dealt with GED completions. Of those participants who entered the program with a reading level of 8.5 or higher, and who received 75 hours of instruction, 50% would obtain a GED certificate. Six members fell into this category. Three of these individuals (50%) passed the GED, while two others were in the testing process by the end of the program. One member did not yet begin testing.

The purpose of the second goal was to demonstrate the superiority of the intensive instructional model and program design over the traditional adult education model via an applied research design. Statistics compared the treatment group with the control group in retention rates, grade level gains, and GED completions.

Objective 2.1 stated that the rate of retention in the program (at least 75 hours) for group members will be 50% greater than the rate of retention for the control group. The treatment group retained 20% of its participants for 75 or more hours. The control group retained 3.5% of its members. Also noteworthy is the fact that four individuals who started in the control group and did not attend were subsequently referred to Project PROVE where their attendance improved significantly. Table 2 provides data about the control group.

Objective 2.2 and 2.3 dealt with grade level gains and GED completions. As indicated earlier, the treatment group who completed 75+ hours increased 2.3 levels in reading and 1.5 levels in math. Not all participants who completed 75 hours were retested. Some were reading students who did not improve significantly enough in both areas to retest in reading and math. Improved reading was the first priority. Some individuals completed the 75 hours or more hours over a time period of many months. Due to a pattern of sporadic attendance, retesting was not always feasible. No grade level gains were obtainable from the control group, as the only individual who completed a sufficient number of hours, did not return to be post-tested. Thirteen treatment group participants passed the GED. However, no control group members were directed to take the GED exam.

All of the objectives listed above, with the exception of 1.1 and 1.2, dealt with members of the treatment group who completed at least 75 hours of instruction. When analyzing the retention, academic gains, and GED completion of the treatment group as a whole, it continued to show substantial improvement in attendance rates as compared to the control group. The average number of hours for the treatment group

Quantitative Results (Cont'd)

was 44 (median = 35). The control group average was 15 (median = 5). See Appendix J.

Project PROVE participants' (treatment group) achievement data from pre- and post-test administration of the Test of Adult Basic Education indicate that of the 123 project enrollees, 42 had pre- and post-test scores in reading while 33 had pre- and post-test data in math; 15 persons were tested in only one area. Of the 42 participants who were tested in reading, 41 showed gains in this area. Of the 33 persons tested in math, 32 recorded gains. Overall, the participants showed an average grade equivalency increase of 1.6 in reading and an average gain of 1.7 in math. Again, no comparison of the total treatment group and control group achievement gains could be made due to the unavailability of data on control group members. For pre- and post-test scores for the treatment group see Appendix K. Ten percent passed the GED exams, while eleven percent were in the process of taking them at the close of the project. Fourteen percent obtained jobs, while three percent more entered higher education programs.

Instructional Preference Scale

Data regarding the instructional preferences of Project PROVE participants was compiled. Generally only students who had opportunity to experience all five methods were polled. See Appendix A.

Students expressed preferences most often on teacher-directed instruction, computer-aided instruction, and self-instruction (N = 26, with 9 "no responses" on instruction by peer tutors and 7 "no responses" on instruction by volunteer tutors.)

Of the three instruction types rated most often, teacher-directed instruction was preferred over other forms of instruction, receiving and average rating of 9.1 (median = 9) compared to 7.3 (median = 8) for computer-aided instruction, and 6.8 (median = 8) for self-instruction used printed material. Instruction by peer tutors and by volunteer tutors received ratings of 7.4 and 6.7 (median = 7 on both) respectively, however results on these two scales may be spurious due to the limited number of responses.

QUALITATIVE RESULTS

During the course of the project year, qualitative data was collected in several ways. One component was conducted over a period of several weeks and consisted of observations, interviews with participants and staff, and ethnographic

research. This research was conducted by two members of the Adult Education administrative staff who were not connected with Project PROVE.

Twelve participants were interviewed. The respondents were selected with diversity in mind: age, ranging from 20 to 39; race, involving 6 African Americans and 6 whites; gender, involving 6 females and 6 males; length of time in the program, from 3 weeks to 18 months; and level of placement in the program, 4 Reading students, 6 GED students and 2 GED graduates who were working as peer tutors in the program. The purpose of the interviews was to assess the factors of the program that impacted upon students' success, to determine which factors might be altered to be more effective, and to ascertain the program's success in changing student's perceptions and behavior. The success of Project PROVE was not to be measured only in the increased academic skills and GED completions, but also in terms of life-style changes. The responses given by these participants touched upon all aspects of the purpose.

The respondents mentioned repeatedly that they were all treated with respect and dignity. "We are all the same here. It doesn't seem to make a difference what we've done or who we are," were common statements from the respondents. A sense of humor, a sense of honesty, and a sense of honor were important traits for teachers in this program, and according to all reports, these characteristics dominated the interaction between instructors and students.

Changed attitudes and perceptions by the students involved in Project PROVE came across in a multitude of their statements. "This is not what I expected," Geneveve said. (Fictional names were given in the report to give students confidence to speak openly to the interviewers.) "In high school teachers made me feel like I didn't matter--what I said didn't count. But I don't look at it like that anymore. When I first came, it was really hard for me to open that door and walk in. I feel different now. I feel good about being here. I can open up and say things, and what I say does matter."

Jesse also said that more people listen to him here than anywhere else. Wendy said she felt ashamed when she first entered the program that she wouldn't talk with anyone or share her feelings. "I had real hang-ups about school, " she said, "But it's different now because the teachers care about us and make us feel accepted." Carol revealed, "I thought I was stupid, and when I first came here, I wanted to run out of the room like I ran out of high school. I couldn't relate to the teachers there. Here I can. And because of that, I have a feeling that I can do this."

Qualitative Results (Cont'd)

Other students commented on elements of the program that they perceived as important to them. Both Karen and Peggy said that having teachers who took time to explain things and who took time to be friends made a difference to them. Rex said it helped to have teachers who gave attention to everyone, not just the best students. Medger stated, "They take time to see that we are on track. I didn't think I could do this, but they proved me wrong. I can do this."

Other positive comments demonstrated improved self-confidence. Linda says she lost her fear of failure and acquired "more gumption--doing more for myself--trying for what I want and what I need. My willpower has improved, and I now know what it is to finish a project." This same student, since completing her GED and becoming a peer tutor, views herself as "different, in control, and headed for a bright future."

Comments indicated a change in attitude about the role of education in one's life. Carol says that she felt very stupid, incapable of learning,when she started. Now she believes that she can finish what she started and get even more education. She feels comfortable in the classroom and has accomplished more than she even thought she could. She credits the "comfort zone" with her preliminary successes.

Carter shared, "I changed my way of believing. I want more than I have, and if I stay with this (program), I can get it." His feelings about himself changed as much as his feeling about the program. "I didn't care much about myself before. I had very low self-esteem. But since I'm learning more, I feel good about myself. I have left my old friends and have the confidence to look for new friends."

Geneveve believed her acquired self-confidence opened a whole new awareness for her. Her early success in the program encouraged her to try for more. She believed her success was attributable to her changed attitude. She did not feel so isolated and hopeless, and she began to feel a sense of accomplishment. "I'm feeling good about being here. I now think that I may have a future to look forward to. I have set more goals in this program than I ever did before in my whole life. It excites me to think that I do matter."

V. FINDINGS AND CONCLUSIONS:

From its inception, Project PROVE's design and methodology placed a high emphasis upon visible, measurable student progress. The project's success in improving enrollment and participation of this target population in an education setting, attaining increased grade level gains and GED completions, and affecting changes in participants' attitudes about themselves and the worth of education testifies to the special strength of this design and methodology.

The first two stated objectives were to assess and enroll 100 participants in the treatment group. A total of 123 (out of 215 referrals) were enrolled from November 1988 to November 1989. The control group had a much smaller number of participants, a total of seven (out of 28 referrals) actually showed up and completed the reading assessment. It became abundantly clear that the reporting system established by Project PROVE made the difference in the percentage of referrals who were enrolled. When a student was referred to Project PROVE, the project coordinator followed up to make sure that individual reported as required. This information was communicated immediately to the referring officer. As a result, no one could "get away with" not reporting. The pre-determined communication link improved the referral system dramatically.

Staff originally anticipated that 60% of our participants would complete 75 instructional hours. Weekly reports were sent to each referring officer indicating attendance, progress, and attitudes. In addition, the project coordinator made frequent telephone contacts with officers to remedy attendance problems. Twenty percent of participants accumulated 75 hours. While this was significantly better than the control group, staff was not satisfied with this statistic.

In spite of consistent efforts by project staff to improve attendance patterns, this remained one area that proved difficult to alter. There appeared to be a number of interacting reasons for this. Ultimately there were a limited number of options that the project staff had for affecting attendance. Focus had to be positive, rather than punitive, in nature. Staff could encourage, motivate,and entice students to maintain good attendance. Attendance problems could be reported to the referring officer. Staff could facilitate the solution of problems that might be preventing consistent attendance. In order to maintain the students' perceptions of Project PROVE as a "good place to be", punitive approaches to improving attendance were avoided. This was deferred to the referring officer. It was the decision of the officer as to what steps might be taken if the participant missed a significant number of classes.

Findings and Conclusions (Cont'd)

The reason for poor attendance was occasionally motivational, but more frequently other concerns made participation difficult or impossible. Students often had multiple court-ordered obligations. Orders to make restitution payments, undergo psychiatric or drug/alcohol related treatment, to participate in counseling, public service work, to find full-time employment, as well as to attend an adult education program, were written into the individual's conditions of probation or parole. The officer referring a student into Project PROVE had to attend to these other conditions as well. As a result, the educational requirement did not always receive top consideration by the officer. Each client had to be considered individually.

Several meetings were held between Project PROVE staff and managerial level of the Probation and Parole Office to discuss ways to improve both the number of referrals from officers and retention of students in the program. The corrections agency was, from the outset, extremely supportive and cooperative. However, the Probation and Parole Office, itself, was going through a period of reorganization. Three different directors served as managers of the office during the time of project operation, and as a result, continuity was often affected.

Those officers who did appear to have stringent attendance requirements for their client's were still faced with the problem of finding an appropriate course of action when clients did not attend. Additionally, judges varied in how they would react when this parole condition was not adhered to.

The rate of absenteeism was affected and controlled also by the crisis situations in the lives of the students. Financial concerns, child care difficulties, mental and physical health problems, trauma, and transportation were but some of the reasons for our students to leave the program or attend on a limited basis. Students at Talbert were given tickets for transportation on the community's bus service. While this was a great assistance to some of the students, it did not resolve the problem for all.

Absenteeism was a concern for the program's treatment group. It is important to remember, however, that only one person in the control group attended for 75 hours. The most common number of hours of attendance for that group was 3 - 5 hours. The success of the model for Project PROVE, by comparison, is striking.

The fourth objective that the project strived to achieve was an average of two grade-level equivalency gains in reading

Findings and Conclusions (Con't)

and math for students receiving 75 hours of instruction. The actual gain fell short of that only in math. The reading average for that group was +2.3, and 1.5 in math. The average for the traditional ABE education program is +1.0 grade level for 75 hours of instruction. Clearly something in Project PROVE's instructional methodology was working!

It is helpful to note, also, that nine members of this treatment group (a little over 1/3 of the group) who received 75 hours of class time, were students enrolled in the reading classes with reading levels ranging from 1.7 to 5.1. Gains in reading may be expected to occur more slowly at this level. Math scores tended to increase quickly. Gains were significant (+2.0) after only 30-44 hours of instruction. It's interesting to note that the reading levels did not see a significant increase until 75 or more hours in instruction. As teachers will attest, there is no "quick fix" when teaching reading. It is a process that requires time and effort. It becomes clear that active, consistent participation in an educational program is a necessity if significant improvement is to be made.

The second goal that was established in the proposal dealt with demonstrating the superiority of the instructional model of Project PROVE over the traditional adult education model for people on probation and parole.

The results indicated, based on the test scores and qualitative data, that the program succeeded. The rate of retention of the control group was nil. Retention, as discussed earlier, was an on-going area of concern for the Project PROVE staff, but was far steadier than it would have been without this operation.

Grade level gains for the treatment group that received 75 hours has been documented. Even the gains for the treatment group as a whole improved significantly for the average number of hours attended. The average accumulated hours for those in the treatment group was 44, with grade level increases of 1.6 in reading and 1.7 in math.

In the control group, no gains were available because this group simply did not participate in the educational program to any significant degree. The lack of monitoring system appears to be the deciding factor.

The instructional preference scale confirmed beliefs that this population responds to the teacher-directed and involved style of teaching that is essentially unavailable in the traditional adult education setting. The computer also proved to be the desired method of instruction by students,

in part because of the variety it offers, the immediate feedback, and the feeling of accomplishment that it engenders. The instruction offered by tutors, both volunteer and peer, received average ratings of 6.4 and 7.6 respectively, indicating that this was not usually perceived as the favorite method, but was favorable.

Success of Project PROVE, however, as stated earlier, should not be measured only in enrollment numbers, increased test scores, and GED certificates. While these statistics are valuable, the success must also be seen in terms of attitude changes of the participants.

Further comments by the students lay claim to the impact of this project on individual lives. There are three basic changes that the project coordinator recognized in the students: changes in attitudes toward school, in self-image, and in the ability to make long-range goals. "It's changed my mind about a lot of things. I would never have considered taking classes or getting my GED if I wasn't here." "When I see my scores go up, I get real excited. I can sit down and hold a conversation with people now. I have confidence...Once I lacked self-esteem, but now I have pride." One student used the word "drive" to describe her attitude and said that having people around her who were positive made her "get her mind into it...accepting the challenge...wanting to get more education."

The comments made by these students were indicative of the reflections of those who were able to spend a significant number of hours in the project. Not surprising was the fact that most of the respondents talked about their feelings and focused less on gains and grades. These two components go hand-in-hand; academic improvement leads to increased self-esteem, which in turn facilitates learning. The comments by these students should be just as compelling as statistical results in recognizing the need for this model for the target population.

FORMATIVE CHANGES:

During the course of the project, some modifications were made to deal with problems or to improve upon the existing design.

A number of students, due to family or work-related conflicts, could not participate in the morning classes at Talbert. To accommodate these individuals, an existing adult learning center that offered classes two nights per week was chosen to receive these Project PROVE referrals. The evening class instituted many of the project's components which were

maintained by the project coordinator: referral system, educational plan, weekly reports, and computer-aided instruction.

The assessment process changed its schedule to provide continuity and flexibility for the referring agency and clients. Initially the assessments were given periodically, on a predetermined schedule. Clients were then required to return for counseling and enrollment in the class. Often, however, an individual who attended the assessment session did not report for counseling and placement. To remedy that problem, officers were informed that assessment, counseling and placement would be available every Friday morning.

Anyone referred by an officer to Project PROVE during the week would report to the Project PROVE coordinator on the following Friday morning. This continuous open referral and testing process made it easier for officers to make referrals and to know when their clients would be reporting.

The vocation assessment component (SAGE) was first provided for all of our GED students at the beginning of their programs. It was felt that this would give the student new information about their interests, abilities, and possibilities that would make goal setting more reality-based. We soon found that this component was better placed at the end of the student's program. While it was helpful to know about the student's interests at the outset of his program, the results of the vocational assessment improved with the student's increased skill level in reading and math. Therefore, the full battery of SAGE is better given after reading and math skills have been remediated.

The communication link between Jefferson County Probation and Parole Office and the Project PROVE staff was a fundamental part of the design of the project and a significant element in its success. Staff sought to establish another linkage between the state's regional correction facilities and the project coordinator to develop a referral process whereby an incarcerated individual participating in a prison education component could continue his/her educational plan through this project. Contacts were made by the project coordinator to administrators in the corrections educational system. Attempts were made to set up a referral process that would allow the educational file of an incarcerated individual to follow him/her to the parole officer, and then be sent with the referred client to Project PROVE. This process was unable to be established for multiple reasons. The inmate population is highly mobile, being transferred frequently. The educational sites within the correction facilities are not informed of these transfers, and as a result, the

educational records of an individual do not follow him/her even within the regional corrections system itself. In addition, there was a concern about violations of privacy in providing information to an outside, non-correctional source. Establishment of this communication link was not considered feasible at this time.

WHAT WORKED AND WHY

The project worked for the many reasons documented in the data section of this report. This project stressed directness and simplicity. It was not meant to be fancy, but to be good. It was designed to work.

This section of the report is designed to be direct and simplistic also. Setting aside statistical data and objectives, it is important to state plainly how this project was effective and why.

It dealt with people, not numbers. These people were required, often coerced, into attending the educational program. Their past educational experiences were usually filled with frustration and anxiety. It was the responsibility of the project coordinator and teachers to establish a positive rapport immediately, or face "losing" that student. This was accomplished by being direct and honest in the approach, but also letting the students know that they were valued, that no judgments were made about their personal situations, and that staff was willing to work with them to achieve their goals. Within a few class sessions, students realized that "this class was different."

Staff set the tone, and students, no matter on what level they were operating, found that they could learn. The segregated classes allowed students and staff to build a base of knowledge of each other and trust. The various methods of instruction provided needed changes of pace and addressed different learning styles.

A newsletter was put together of students' writings. This came about as a result of simply learning how to write an essay for the GED Writing Test. The writings became more personalized and a new way for many of the students to express feelings and ideas.

The interviews that were conducted by the adult education administrators to provide qualitative data for the project proved very positive for the students. Rarely are they asked in such a formalized fashion to give their input and ideas. It was important for them to know that others were listening, and that what they said counted.

What Worked and Why (Cont'd)

Many of our students were also in drug or alcohol abuse programs. The staff of Project PROVE felt that they knew little about the effects of such substances on ability to learn. As a result, the school system's Drug and Alcohol Education coordinator, was asked to come and talk to both teachers and students. The sessions were real "eye-openers."

The project was not in the "vocational education" business. It did, however, facilitate the process. Staff wanted students to know that "there is life after GED." They encouraged students to look beyond class and reach for something greater. If a student expressed any interest in further education or vocational training, they assisted in getting information, arranging for financial information, guiding the student through the steps, and directing him/her to other information sources. Several of the students are currently taking courses at the community college or state vocational center. One student, after being helped to complete a resume and letter of interest, applied for a position in the school system, and was hired. She works part-time and attends classes in the evening.

Sometimes a student's life changed dramatically. One student was served who, as a child, was perceived as a non-reader and uneducable. At one point in her life, her family was counseled to institutionalize her. She entered the program as a 34-year-old mother of five. It was apparent that there was nothing "uneducable" about her, because verbally she was bright and astute. She is a classic example of a learning disabled student who was "given up on." Her children, who are all good students, did not know that she couldn't read. After several months in the project, she reads at a fourth to fifth grade level. She assists her first grader, and sometimes her third grader, with their homework. Her daughter in middle school often assists her mother with her mother's homework. The emphasis on the importance of an education is evident in their home. This young woman now knows what her learning disability is about and that she can work to overcome it.

The program sometimes altered attitudes. One student attended the program for about two months. He improved dramatically, and just when staff thought he was ready to begin taking his GED tests, he disappeared. Within a few days, it was learned from his officer that he had been picked up on a drug charge. Several months later, after the charges had been taken care of, this same young man showed up again. It seems that the first time around, his officer had ordered him to attend Project PROVE. This time he told his officer that he wanted to finish his GED in the program. The attitude changes were remarkable and he completed his tests

within a few weeks. He shared with staff that the change in his attitude was attributable to the program. Everyone celebrated his success in passing the test and changing his thinking.

Sometimes students were "lost". One student was nineteen when he began the program. His attitude was one of indifference, and his defense mechanisms seemed always in place. He was observed closely, as he seemed on the "edge". He attended sporadically over several months. After getting him through four of the five GED exams, he took off. He perceived staff as interested in him and caring, but it wasn't enough. Staff simply could not get him on track but held to the hope that with some years of maturity, perhaps something that was done will help him to try again.

It is not possible to put these people in a statistic and expect to understand the full measure of the impact of Project PROVE in their lives. The focus of the program, while understood as a research project, was to serve as an agent of change in the lives of the probationers and parolees that were touched.

Staff also dealt with an agency of the Board of Corrections and more than 80 officers. Each officer carried a heavy load of clients with a bundle of paperwork. The referral system and communication system was designed with that in mind, keeping it as simple as possible. The officer made only a phone call to make a referral. They were provided copies of maps, phone numbers, and information so that the client would know where to go and who to talk to. Weekly reports kept the officers well informed about his/her client's progress and attendance. The system was designed to be easy to access. Feedback from the officers and supervisors let us know that it worked. The turn-over rate in an agency that size is fairly high, so a packet of materials explaining our program and the system was given to all supervisors for their new officers.

On several occasions, the project coordinator set in on weekly meetings held by the supervisor and his/her officers to update or inform new officers about the program.

Officers also used the program in another way. Occasionally, judges would mandate someone to get a GED as a part of their probation or parole who really was not mentally capable of doing so. Professional opinions and observations from staff served as a guideline for the officer.

Two open houses gave the officers a chance to see their clients working firsthand. One supervisor retold the story

several times about how amazed he was to see everyone actually working! It was also important for the clients to see the officers in this setting. It seemed to validate to the student that what they were doing in the classroom counted.

Simplicity, directness, and the desire to affect change were the navigators of this project. The design and methodology set the course. Many of the students of Project PROVE have started on a journey that will help them to achieve a better life.

VI. RECOMMENDATIONS:

The following is a list of recommendations that would increase the number of people in this target population that could be served, enhance their learning environment, and strengthen the ability to achieve long-range goals:

Continue to provide the following components:

1. The strong communications system between the Probation/Parole Agency and the project coordinator.
2. A simple referral and weekly feedback system.
3. The structured, separated classroom for this project population.
4. The intensive teaching model consisting of the different instructional approaches.
5. The educational plan setting short- and long-term goals.
6. Transportation provisions when necessary.
7. The peer tutoring concept.

Add the following components to increase participation:

1. Provide for child care costs and transportation.
2. Offer the class time from 9:00 to noon or 10:30 - 2:00, providing lunch via contract vendors.
3. Enlist more support from the judicial branch to recommend clients directly to Project PROVE classes.
4. Write a reward system into the program in conjunction with the Probation and Parole Office and the judges: reward active, consistent participation and GED completion with reduced time on probation.
5. Provide eyeglasses, dental care
6. Provide a stipend for all students with strict requirements for attendance, participation, and progress.

Recommendations (Cont'd)

Add these components to strengthen the program:

1. Provide a part-time certified counselor to address students' physical, physiological and psychological needs.

2. Coordinate community services by providing a part-time social worker on site to assist with health care, food stamps, child care, etc.

3. Provide vocational training on site. Tie the curriculum of the various vocational components into the classroom curriculum to further tailor the student's educational plan to his/her individual goals and needs, including resume writing and employability skills.

4. Conduct staff development training in stress management, chemical dependency, and goal-setting strategies.

5. Provide easy access to post-secondary education.

PROJECT PROVE

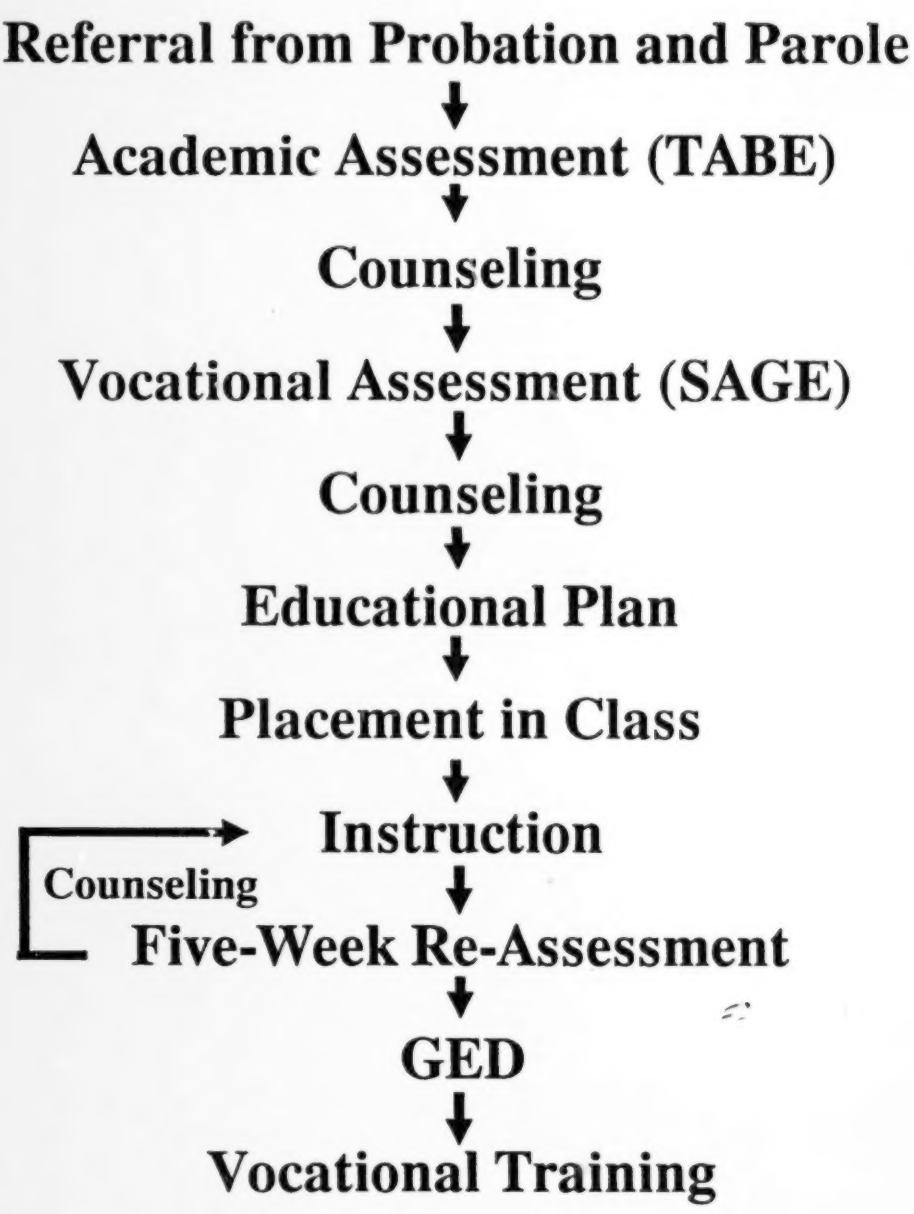
1989

INSTRUCTIONAL PREFERENCE SCALE

PREFERENCE SCALES	*1	2	3	4	5	6	7	8	9	**10	N/A
- Self-instruction using printed material	1	1	0	2	4	1	4	6	5	2	
- Computer-aided instruction	1	1	1	0	4	5	1	5	2	6	
- Instruction by volunteer tutors	1	2	0	1	0	2	4	5	2	2	7
- Instruction by peer tutors	1	0	1	1	0	2	7	4	1	0	9
- Teacher-directed instruction	0	1	0	0	0	0	1	2	9	13	

1 liked least
* 10 liked most

Project PROVE
Instructional Design



REFERRAL FORM

COMMONWEALTH OF KENTUCKY
CORRECTIONS CABINET

ARTMENT OF
OMMUNITY SERVICES & FACILITIES

DATE: _____

Jefferson County Public Schools
Adult Education Unit
4409 Preston Highway
Louisville, KY 40213

Re: 1) Name: _____

2) Date of Birth: _____

3) Social Security #: _____

4) Date of Probation/Parole: _____

5) Release date from most recent confinement in a 24 hour support facility (e.g., Jail, Prison, Halfway house) _____

6) Release date from most recent State or Federal incarceration (may be same as above) _____

7) Date of most recent felony conviction: _____

The above-named individual is currently under my supervision through the Kentucky Probation and Parole Office. The information provided is derived from official Corrections Cabinet records.

_____
(officer name)

_____
(officer signature)

This client is recommended for entry into Sentence to Learn program.

Equal Opportunity/Affirmative Action Employer
Offering Equal Educational Opportunities

HANDBOOK FOR VOCATIONAL ASSESSMENT

TABLE OF CONTENTS

INTRODUCTION 2

VOCATIONAL ASSESSMENT 3
Vocational Interest Inventory 4
Cognitive and Conceptual Abilities Test 6
Aptitudes 7
Levels of Aptitudes 8
Physical Demands 9
Environmental Conditions 10
Temperaments 11
Interest Factors 12
Specific Vocational Preparation (SVP) 13

DICTIONARY OF OCCUPATIONAL TITLES (DOT) CLASSIFICATION 14

USES OF DETAILED CLIENT PROFILE 16

Information for this handbook was obtained from the
COMPUTE-A-MATCH MANUAL
and is reprinted with permission of:
PROGRESSIVE EVALUATION SYSTEMS COMPANY
21 PAULDING STREET
PLEASANTVILLE, NY 10570
(800) 431-2016

INTRODUCTION

Every individual has a unique set of strengths to bring to the job market. Matching individuals to appropriate workplace positions has always been the primary focus of professionals in the fields of education, rehabilitation, and industry.

COMPUTE-A-MATCH was developed to meet the needs of vocational counselors, to help them be more effective and efficient in helping people find employment which best utilizes their skills and takes into consideration their interests, temperaments, preferences, and limitations.

COMPUTE-A-MATCH has as its data base the Fourth Edition of the *Dictionary of Occupational Titles*, the 1982 *Supplement* plus all of the worker trait information (educational requirements, aptitudes, physical demands, working conditions, specific vocational preparation, temperaments, and interests) of the Third Edition. In addition to profiles and descriptions on over 12,000 job titles, the data base contains codes for Work Fields, Occupational Employment Statistics, MPSMS (Materials, Products, Subject Matter, and Services), Occupational Groups, SIC (Standard Industrial Classification), and CIP (Classification of Instructional Programs). Included in the data base are employers within our local zip code areas.

COMPUTE-A-MATCH is the result of extensive research and experience on the part of the developers, and the ideas and innovative suggestions provided by users - Rehabilitation Counselors, Placement Specialists, Evaluators, Guidance Counselors, Private Practitioners, and Educators. We gratefully acknowledge the assistance of the Department of Labor, the National Occupational Information Coordinating Committee, the U.S. Department of Education, and various State agencies. We also thank you, our users, for working with us. Our "State of the Science" system was developed for you, the professional, so you can enhance your "State of the Art" practice in working with people.

VOCATIONAL ASSESSMENT

The vocational assessment of a client consists of the following:

- Vocational Interest Inventory
  (relates to the *Guide for Occupational Exploration*, measures an individual's Area of Interest)
- Cognitive and Conceptual Abilities Tests
  (measures the three General Educational Development factors: Reasoning, Math and Language)
- Vocational Aptitude Battery
  (assesses eleven aptitudes by means of the following individual job related tests: General, Verbal, Numerical, Spatial, Form Perception, Clerical Perception, Motor Coordination, Finger Dexterity, Manual Dexterity, Eye-Hand-Foot Coordination and Color Discrimination)
- Assessment of Attitudes
  (measures responses to real-life situations in which the individual must evaluate on-the-job social situations such as dealing with co-workers, supervisors or employers)
- Temperament Factor Assessment
  (identifies the temperaments listed by the Department of Labor as required for all job titles)

The completed assessment together with information obtained from interviews form the client's detailed profile. The Worker Trait Profile is comprised of those factors which indicate an individual's work characteristics. Those factors for the individual include the GED (General Educational Development) levels, Aptitudes levels, lifting capacity, physical limitations, environmental conditions tolerated or preferred, interest areas, and temperaments. This information is explained in the following sections.

VOCATIONAL INTEREST INVENTORY

The Vocational Interest Inventory measures an individual's interests as they relate to the 12 interest areas and 10 interest factors defined in the Guide for Occupational Exploration. The Guide for Occupational Exploration organizes all jobs in the United States into 12 areas on the basis of worker interest. These 12 interest areas correspond to the interest factors identified from research in interest measurement conducted by the Division of Testing in the U.S. Employment Service. Each of the 12 interest areas has been identified by a two-digit code and a title, for example:

01 Artistic

The 12 interest areas are further divided into 66 work groups, for example:

01.01 – Literary Arts

Within each work group, the jobs are of the same general type and require similar capabilities and adaptabilities of the worker. Capabilities include such factors as educational development, physical capacities, important aptitudes, and job knowledge. Adaptabilities are defined as necessary adjustments to work situations such as work environment, routine, dealing with people, and working at set standards.

Within each work group, jobs are subgrouped to make it easier for the reader to distinguish among jobs. Each subgroup has its six-digit code and title, for example:

01.01.02 – Creative Writing

The 12 interest areas are:

01 Artistic: Interest in creative expression of feelings or ideas.

02 Scientific: Interest in discovering, collecting and analyzing information about the natural world and in applying scientific research findings to problems in medicine, life sciences, and natural sciences.

03 Plants and Animals: Interest in activities involving plants and animals, usually in an outdoor setting.

04 Protective: Interest in the use of authority to protect people and property.

05 Mechanical: Interest in applying mechanical principals to practical situations, using machines, handtools, or techniques.

06 Industrial: Interest in repetitive, concrete, organized activities in a factory setting.

07 Business Detail: Interest in organized, clearly defined activities requiring accuracy and attention to detail, primarily in an office setting.

08 Selling: Interest in bringing others to a point of view through personal persuasion, using sales and promotion techniques.

09 Accommodating: Interest in catering to the wishes of others, usually on a one- to-one basis.

10 Humanitarian: Interest in helping others with their mental, spiritual, social, physical, or vocational needs.

11 Leading-Influencing: Interest in leading and influencing others through activities involving high-level verbal or numerical abilities.

12 Physical-Performing: Interest in physical activities performed before an audience.

For complete explanation and development information, consult the *Guide for Occupational Exploration*, Second Edition, or McKnight's *Worker Trait Group Guide.*

COGNITIVE AND CONCEPTUAL ABILITIES TESTS

These tests measure the three General Educational Development factors: reasoning, math and language. General Educational Development (GED) embraces those aspects of education (formal and informal) which contribute to the worker's (a) reasoning development and ability to follow instructions, and (b) acquisition of "tool" knowledge such as language and mathematical skills. This is education of a general nature which does not have a recognized, specific occupational objective. Ordinarily, such education is obtained in elementary school, high school, or college. However, it derives also from experience and self study.

The description of the various levels of language and mathematical development are based on the curriculum being taught at specific grade levels in schools throughout the United States. An analysis of mathematics courses in the school curriculums reveals distinct levels of progression in the primary and secondary grades and college. These levels of progression facilitated the selection and assignment of six levels of GED for the mathematical development scale.

However, though language courses follow a similar pattern of progression in primary and secondary school, particularly in learning and applying the principles of grammar, this pattern changes at the college level. The diversity of language courses offered at the college level precludes the establishment of distinct levels of language progression for these 4 years. Consequently, language development is limited to five levels of GED.

The levels for General Educational Development range from one to six, with six being the highest level..

GED LEVELS

1 – Approximate grade level 1-3
2 – Approximate grade level 4-6
3 – Approximate grade level 7-8
4 – Approximate grade level 9-12
5 – Approximate college level 1-2
6 – Approximate college level 3+

For further breakdown of the levels, consult *A Guide to Job Analysis*.

APTITUDES

Aptitudes are the specific abilities required of an individual to perform a given work activity. There are 11 aptitudes used by the United States Employment Service for job analysis.

The 11 aptitudes are:

G – GENERAL LEARNING ABILITY: The ability to "catch on" or understand instructions and underlying principles; the ability to reason and make judgments.

V – VERBAL APTITUDE: The ability to understand the meaning of words and to use them effectively. Ability to comprehend language and to understand relationships between words.

N – NUMERICAL APTITUDE: The ability to perform arithmetic operations quickly and accurately.

S – SPATIAL APTITUDE: The ability to think visually of geometric forms and to comprehend the two-dimensional representation of three-dimensional objects.

P – FORM PERCEPTION: The ability to perceive pertinent detail in objects or in pictorial or graphic material. Ability to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines.

Q – CLERICAL PERCEPTION: The ability to perceive pertinent detail in verbal or tabular material. Ability to observe differences in copy, to proofread words and numbers and to avoid perceptual errors in arithmetic computation.

K – MOTOR COORDINATION: The ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed.

F – FINGER DEXTERITY: The ability to move the fingers and manipulate small objects with the fingers, rapidly or accurately.

M – MANUAL DEXTERITY: The ability to move the hands easily and skillfully. Ability to work with the hands in placing and turning motions.

E – EYE-HAND-FOOT COORDINATION: The ability to move the hand and foot coordinately with each other in accordance with visual stimuli.

C – COLOR DISCRIMINATION: The ability to match or discriminate between colors in terms of hue, saturation, and brilliance.

LEVELS OF APTITUDES

In job analysis, aptitudes are expressed in terms of levels, which in turn reflect equivalent amounts of the aptitudes possessed by segments of the working population. The levels are as follows:

1 – The top 10 percent of the population. This segment of the population possesses an extremely high degree of the aptitude.

2 – The highest third exclusive of the top 10 percent of the population. This segment of the population possesses an above average or high degree of the aptitude.

3 – The middle third of the population. This segment of the population possesses a medium degree of the aptitude, ranging from slightly below to slightly above average.

4 – The lowest third exclusive of the bottom 10 percent of the population. This segment of the population possesses a below average or low degree of the aptitude.

5 – The lowest 10 percent of the population. This segment of the population possesses a negligible degree of the aptitude.

APTITUDE LEVELS

1 – Upper 10% Has a high amount of aptitude
2 – 66% to 89% Above average in aptitude
3 – 34% to 65% Average amount of aptitude
4 – 10% to 33% Below average in aptitude
5 – Bottom 10% Has a low amount of aptitude

PHYSICAL DEMANDS

Physical demands reflect both the physical requirements of the occupation and the physical capacities a worker must have to meet those requirements. These ratings estimate the overall strength requirement and identify other physical factors considered critical for average, successful work performance.

The first factor reflects the strength or lifting requirements of the job or the capacity of the worker. An evaluation is made of the worker's involvement in standing, walking, sitting, lifting, carrying, pushing, or pulling. The terms "occasional," "frequently," and "constantly" mean activity performed up to 1/3, 1/3 to 2/3, and more than 2/3 of the time respectively. The factor is expressed by:

S – **Sedentary Work** – Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, or pull.

L – **Light Work** – Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects.

M – **Medium Work** – Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.

H – **Heavy Work** – Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.

V – **Very Heavy Work** – Exerting in excess of 100 pounds of force occasionally, and/or in excess of 50 Founds of force frequently, and/or in excess of 20 pounds of force constantly to move objects.

The remaining physical factors have been defined as follows:

PHYSICAL DEMANDS

2 – Climbing/Balancing
3 – Stooping/Kneeling/Crouching/Crawling
4 – Reaching/Handling/Fingering/Feeling
5 – Talking/Hearing
6 – Seeing

ENVIRONMENTAL CONDITIONS

The Environmental Conditions serve as a means of describing the physical surroundings of a worker in a specific job. They also indicate the hazards that pose a definite risk of bodily injury to the worker.

The Environmental Conditions are:

ENVIRONMENTAL CONDITIONS

I – Working Inside
O – Working Outside

1 – Inside, Outside, or both
2 – Extreme Cold
3 – Extreme Heat
4 – Wet and/or Humid
5 – Noise/Vibration
6 – Hazards
7 – Atmospheric Conditions

TEMPERAMENTS

Temperaments is defined as the adaptability requirements made on the worker by specific types of job-worker situations. The measurement of temperaments grew out of the belief that different jobs call for different personal traits on the part of the worker.

It is possible to evaluate these traits in individuals through interviews or tests. For jobs, temperaments can be evaluated in terms of requirements made on the worker by specific job-worker situations.

The 10 temperament factors used in the *DOT* are:

D – Adaptability to accept responsibility for the DIRECTION, control, or planning of an activity for others.

F – Adaptability to situations involving the interpretation of FEELINGS, ideas, or facts in terms of personal viewpoint.

I – Adaptability to INFLUENCE people in their opinions, attitudes, or judgments about ideas or things.

J – Adaptability to make generalizations, evaluations, or decisions based on sensory or JUDGMENTAL criteria.

M – Adaptability to make generalizations, judgments, or decisions based on MEASURABLE or verifiable criteria.

P – Adaptability to deal with PEOPLE beyond giving and receiving instructions.

R – Adaptability to perform REPETITIVE work, or to continuously perform the same work, according to set procedures, sequence, or pace.

S – Adaptability to perform under STRESS when confronted with emergency, critical, unusual, or dangerous situations; or in situations in which working speed and sustained attention are critical aspects of the job.

T – Adaptability to situations requiring the precise attainment of set limits, TOLERANCES, or standards.

V – Adaptability to perform a VARIETY or duties, often changing from one task to another of a different nature without loss of efficiency or composure.

INTEREST FACTORS

An interest is a tendency to become absorbed in an experience and to continue it, while an aversion is a tendency to turn away from it to something else.

The interest factors as used by the Department of Labor are bipolar in nature. For example, a positive preference for one type of work is associated with a dislike or rejection of an opposite type of work. Thus, people who like working "for the presumed good of people" generally do not like work which involves processes and machines.

INTEREST FACTORS

1A – Preference for activities dealing with things and objects.
1B – Preference for activities concerned with the communication of data.

2A – Preference for activities involving business contact with people.
2B – Preference for activities of a scientific and technical nature.

3A – Preference for activities of a routine, concrete, organized nature.
3B – Preference for activities of an abstract and creative nature.

4A – Preference for working for the presumed good of people.
4B – Preference for activities carried on in relation to machines.

5A – Preference for activities resulting in the prestige or esteem of others.
5B – Preference for activities resulting in tangible, productive satisfaction.

SPECIFIC VOCATIONAL PREPARATION (SVP)

Specific Vocational Preparation is the amount of time required to learn the techniques, acquire the information, and develop the facility needed to attain average performance in a specific job-worker situation.

This training may be acquired in a school, work, military, institutional, or vocational environment. It does not include orientation training required of a fully qualified worker to become accustomed to the special conditions of any new job. Specific vocational training includes:

(a) **Vocational education** – high school commercial or shop training, technical school, art school, and that part of college training which is organized around a specific vocational objective.

(b) **Apprenticeship training** – training obtained only in those jobs offering apprenticeships.

(c) **In-plant training** – training given by employer in form of organized classroom study.

(d) **On-the-job training** – instruction given to learner or trainee on the job by a qualified worker.

(e) **Essential experience in other jobs** – experience received in less responsible jobs or other jobs which qualify for a higher grade job.

The various levels of specific vocational preparation are:

SPECIFIC VOCATIONAL PREPARATION (SVP)

1 – SHORT DEMONSTRATION
2 – SHORT DEMONSTRATION UP TO 30 DAYS
3 – FROM 1 TO 3 MONTHS
4 – FROM 4 TO 6 MONTHS
5 – FROM 7 MONTHS TO 1 YEAR
6 – FROM 1 TO 2 YEARS
7 – FROM 3 TO 4 YEARS
8 – FROM 5 TO 10 YEARS
9 – OVER 10 YEARS

Dictionary of Occupational Titles (DOT) Classification

With the exception of Master and Term title definitions, each occupational definition contained in the *Dictionary of Occupational Titles* has been assigned a unique nine-digit code. Each set of three digits in the nine-digit code has a meaning or purpose. This reference provides a summary listing of the first, second and third digits of the *DOT* codes which are utilized to indicate occupational categories, divisions and groups, respectively. The following is an explanation of the meaning and hierarchical arrangement of these codes extracted from pages xvi-xvii of the *Dictionary of Occupational Titles*.

The first three digits identify a particular occupational group. All occupations are clustered into one of nine broad "categories" (first digit), such as professional, technical, and managerial; or clerical and sales occupations. These categories break up into 82 occupationally specific "divisions" (first two digits), such as occupations in architecture and engineering within the professional category, or stenography, typing, filing and related occupations in the clerical and sales category. Divisions, in turn, separate into small, homogeneous "groups" (first three digits) - 559 such groups are identified in the *DOT*. The nine primary occupational categories are listed below:

0/1 Professional, Technical, and Managerial Occupations 2 Clerical and Sales Occupations 3 Service Occupations 4 Agricultural, Fishery, Forestry, and Related Occupations 5 Processing Occupations 6 Machine Trades Occupations 7 Bench Work Occupations 8 Structural Work Occupations 9 Miscellaneous Occupations

In the *DOT* code 652-382-010 Cloth Printer, for example, the first digit (6) indicates the category, "Machine Trades Occupations."

The second digit refers to a division within the category. The divisions within the "Machine Trades Occupations" category are as follows:

60 Metal Machining Occupations 61 Metalworking Occupations, n.e.c.* 62/63 Mechanics and Machinery Repairers 64 Paperworking Occupations 65 Printing Occupations 66 Wood Machining Occupations 67 Occupations in Machining Stone, Clay, Glass and Related Materials 68 Textile Occupations 69 Machine Trades Occupations, n.e.c.*

The second digit (5) locates the occupation in the "Printing Occupations" division.

The third digit defines the occupational group within the division. The groups within the "Printing Occupations" division are as follows:

650 Typesetters and Composers 651 Printing Press Occupations 652 Printing Machine Occupations 653 Bookbinding-Machine Operators and Related Occupations 654 Typecasters and Related Occupations 659 Printing Occupations, n.e.c.*

The third digit in the example (2) locates the occupation in the "Printing Machine Occupations" group.

As is indicated in the example, the levels of specificity increase as each digit is added so that the three digits together provide an indication of a specific occupational group. Within each group, the code is expanded to include individual occupations.

* Some divisions or groups end in the designation "n.e.c." (not elsewhere classified). This indicates that the occupations do not logically fit into more precisely defined divisions or groups, or that they could fit into two or more of them equally well.

USES OF DETAILED CLIENT PROFILE

Upon completion of the vocational assessment a client's profile may be used to: (a) match the client to job titles, (b) match the client to any single *DOT* profile, or (c) match the client to vocational training programs.

JOB PROFILE SEARCH

This option permits the matching of a client to job titles from a data base containing over 12,000 job titles included in the 1977 edition of the *Dictionary of Occupational Titles* and the 1982 *Supplement*.In this search of the *DOT*, the client is matched only to jobs for which the client worker trait factor either equals or exceeds each of the job requirements (Reasoning, Math, Language, Aptitude levels, and any other factors listed in the client profile).

COMPARISON OF CLIENT PROFILE TO INDIVIDUAL DOT PROFILE

This option permits the comparison of a client profile to any of over 12,000 job profiles in the *DOT*. The client is compared with the requirements (worker trait profile factors) of the job. This permits the clients to determine whether or not a job they are interested in is one in which they will be successful. Based on the Department of Labor's analysis of the job, clients can make good decisions about pursuing training for a future job.

When a favorable comparison is made, the job title can be matched to potential employers, listed by names, addresses, and phone numbers. Access to this labor market information will aid clients in making decisions about future jobs and careers before entering training.

MATCH OF CLIENT TO VOCATIONAL TRAINING PROGRAMS

This option enables us to use the results of the vocational evaluation to match clients to vocational training programs which actually exist in the local area. Clients' vocational abilities (profiles) are compared against vocational training programs requiring those same abilities, enhancing their likelihood for success and thus enhancing the success of the vocational training program.

EDUCATIONAL PLAN

NAME _____

EMPLOYED _____ EMPLOYER _____ SCHEDULE _____

TYPE OF WORK _____

UNEMPLOYED _____

VOCATIONAL GOALS _____

_____

CLASS PLACEMENT _____ SCHEDULE _____

ENROLLMENT DATE _____

ENTRY LEVEL: READING _____ MATH _____ TYPE _____

SHORT-TERM ACADEMIC GOALS: _____
(One cycle - 6- to 75 classroom hours)

LONG RANGE ACADEMIC GOALS: GED _____ SELF-IMPROVEMENT _____

UPGRADE _____ VOCATIONAL TRAINING _____

COLLEGE _____

BEHAVIORAL OBJECTIVES: REGULAR ATTENDANCE

BEHAVIOR THAT ENHANCES YOUR ABILITY TO LEARN

BEHAVIOR THAT ENCOURAGES AND ENHANCES OTHER'S ABILITY TO LEARN

STUDENT SIGNATURE _____

COORDINATOR SIGNATURE _____

FOLLOW-UP _____

_____

_____

_____

WEEKLY PROGRESS REPORT

APPENDIX F

PAROLE/PROB. OFFICER: ——

CLIENT'S NAME: ——

DATE REFERRED: 2-11-88

INSTRUCTOR: REMINGTON / VISLISEL

LOCATION: TALBERT

ENTRY DATE 2-22-88	ATTENDANCE M	T	W	TH	F	Attitude* E G P	Progress* E G P	TOTAL HOURS	COMMENTS
WK # 1 2/22 - 2/26	3	3	3	3	3	E (G) P	E (G) P	15	
WK # 2 2/29 - 3/4	3	3	3	3	3	E (G) P	E (G) P	15	
WK # 3 3/7 - 3/11		3	3	3	3	E (G) P	E (G) P	12	—— puts in a full 3 hours of work and is showing progress
WK # 4 3/14 - 3/18	3	3	3	HOLIDAY	3	(E) G P	E (G) P	12	DOING VERY WELL!
WK # 5 3/21 - 3/25	3	3	3	3	3	E (G) P	E (G) P	15	—— is a diligent student. Raised reading 2.1 levels.

*RATINGS: E-EXCELLENT G-GOOD P-POOR

ENTRY SCORES: R. 5.6 M. 5.0

ETEST SCORES: R. 7.7 M. 7.4

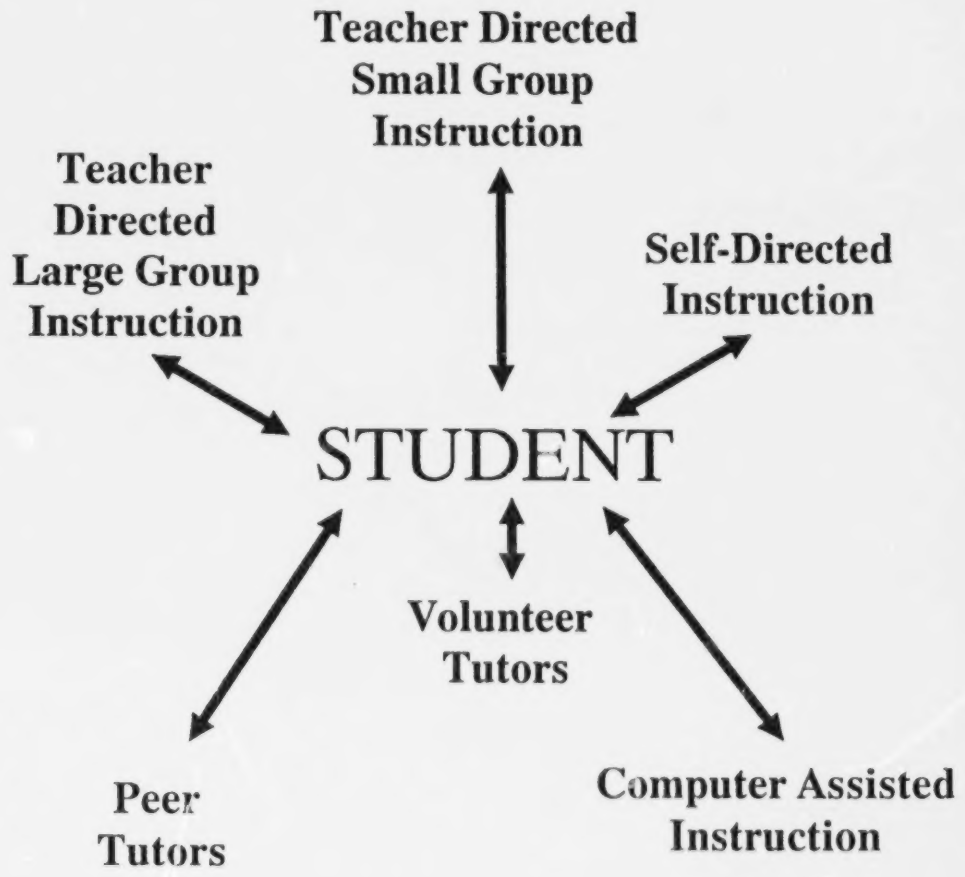
GAINS: R. 2.1 M. 2.4

ACCUM. HRS. FOR CYCLE 69

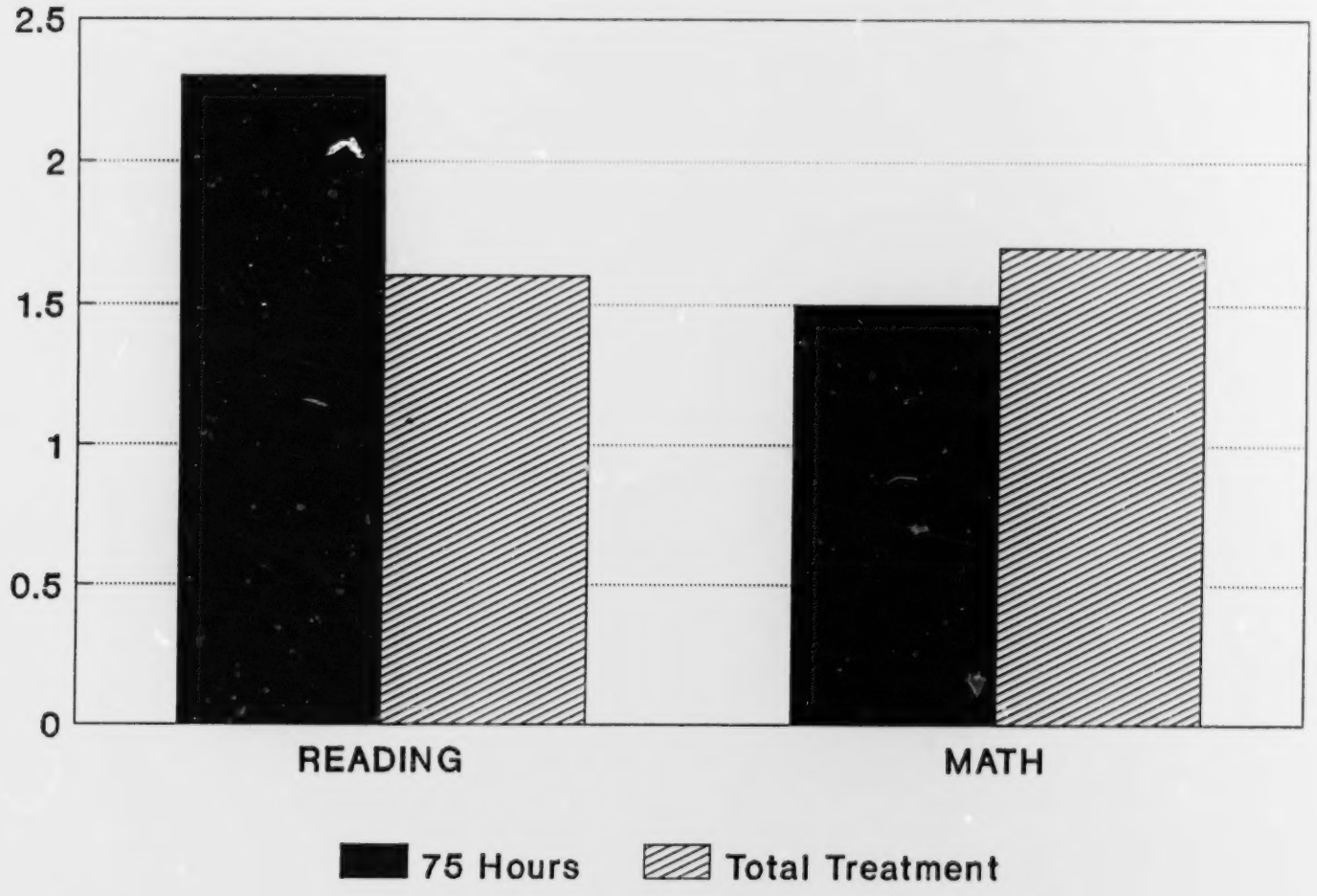
5-WEEK REASSESSMENT DATE 3/25/88

FOLLOW-UP: Continued to next 5-wk cycle

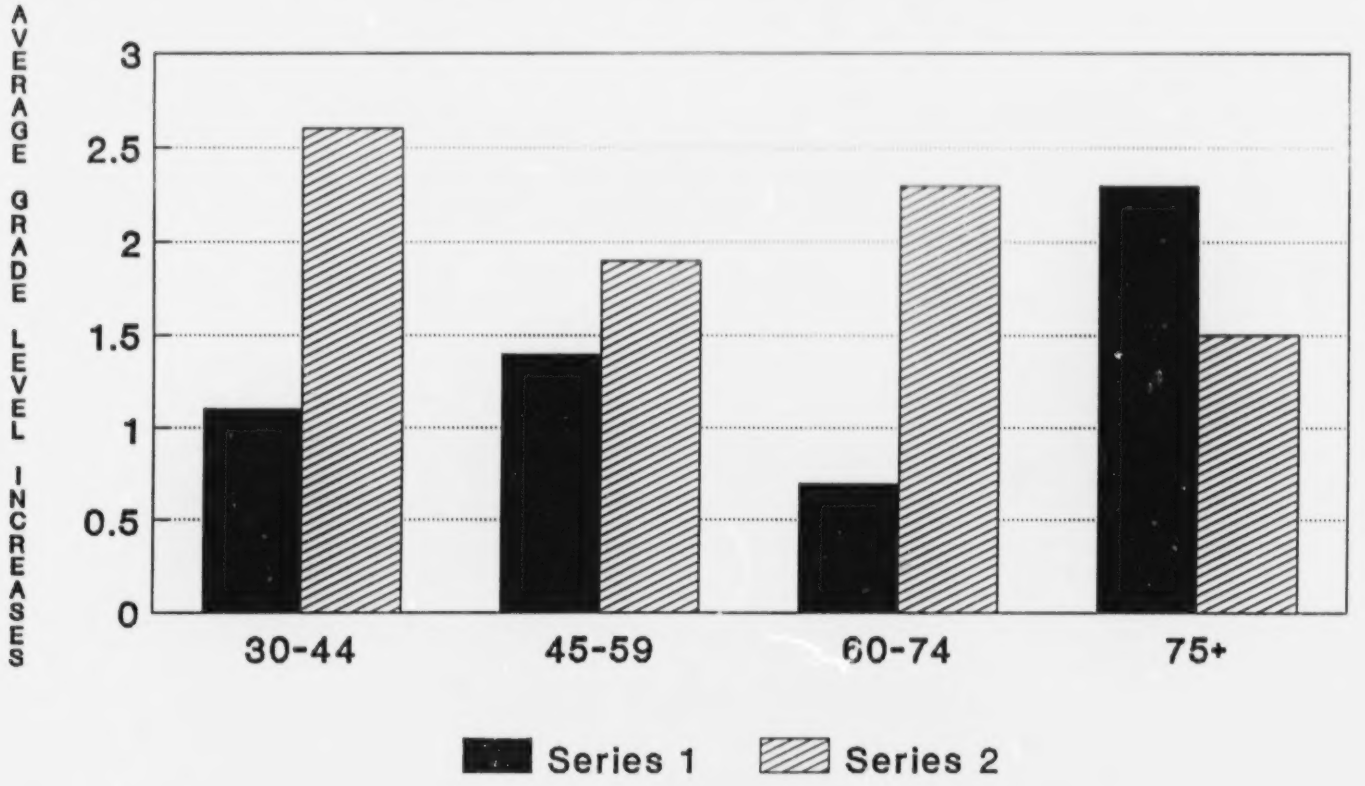
Project PROVE
Instructional Design



ACADEMIC GAINS FOR TREATMENT GROUP

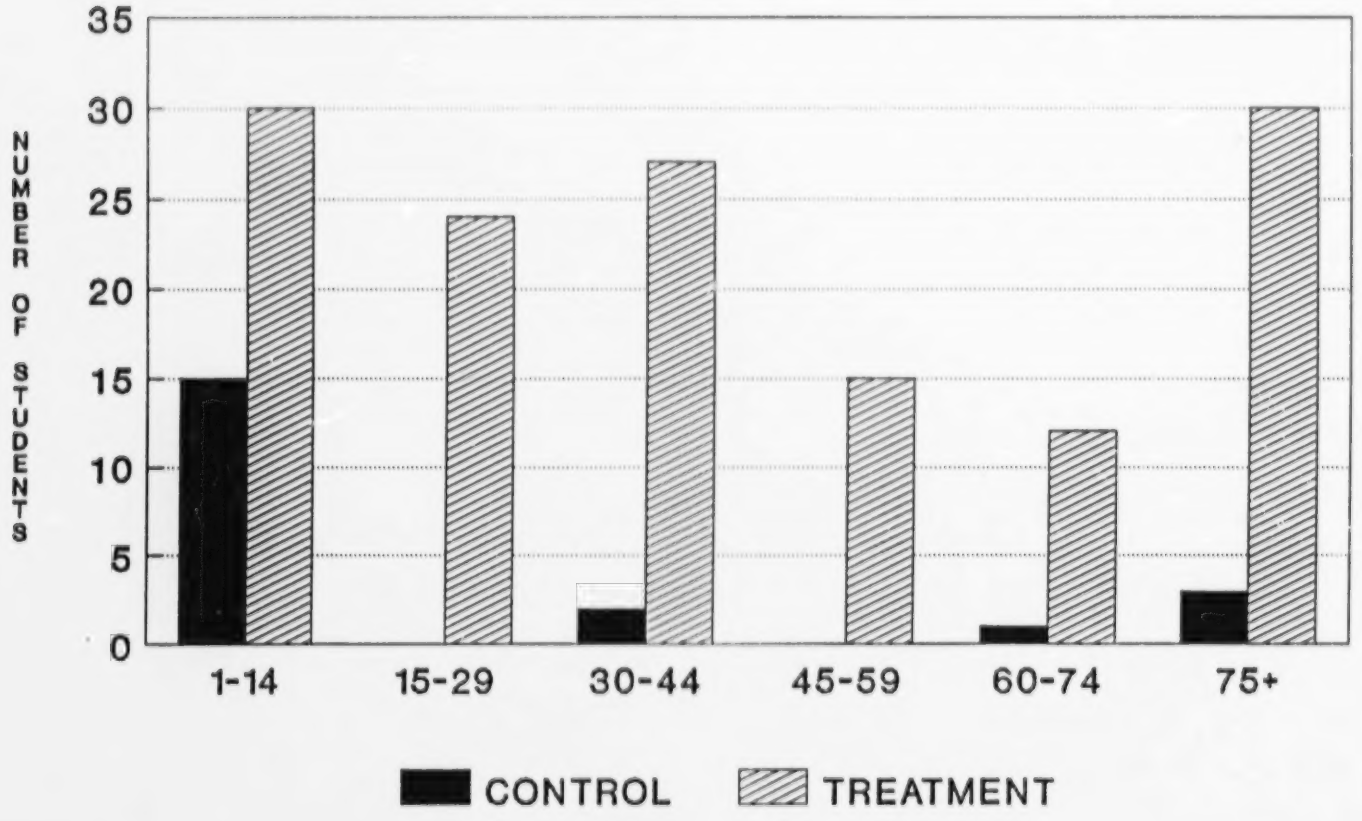


AVERAGE READING & MATH INCREASE
CORRELATED WITH INSTRUCTIONAL HOURS



HOURS OF INSTRUCTION
TREATMENT GROUP

COMPARISON OF HOURS OF ATTENDANCE OF TREATMENT & CONTROL GROUPS



PROJECT PROVE

PRE- AND POST-TEST ACHIEVEMENT DATA

1989

(N=45)

STUDENT NAME	READING			MATH		
	PRE	POST	DIF	PRE	POST	DIF
	5.6	6.8	+1.2	5.0	8.0	+3.0
	8.9	10.3	+1.4	7.2	8.5	+1.3
	7.8	10.2	+2.9	7.8	9.8	+2.0
	6.3	7.8	+1.5	6.7	7.3	+ .6
	7.3	9.2	+1.9	6.7	8.7	+2.0
	6.5	9.8	+3.3	No Scores		
	4.9	6.4	+1.5	No Scores		
	5.8	7.3	+1.5	No Scores		
	8.1	9.4	+1.3	10.0	12.8	+2.8
	10.1	12.9	+2.8	5.8	9.5	+2.7
	5.2	8.1	+2.9	7.0	8.5	+1.5
	8.9	10.6	+2.3	No Scores		
	1.7	4.4	+2.7	No Scores		
	No Scores			6.5	8.2	+2.7
	5.1	6.0	+ .9	5.5	5.7	+ .2
	10.1	11.6	+1.5	8.1	9.8	+1.7
	7.4	8.9	+1.5	8.0	8.8	+ .8
	5.0	7.8	+2.8	No Scores		
	1.7	2.2	+ .5	3.1	3.2	+ .1
	2.6	3.0	+ .4	No Scores		
	7.1	9.5	+2.4	6.6	8.2	+1.6
	7.7	10.2	+2.5	8.1	10.1	+2.0
	9.8	10.8	+1.0	6.1	7.7	+1.6
	5.5	10.0	+4.5	5.5	6.9	+1.4

STUDENT NAME	READING			MATH		
	PRE	POST	DIF	PRE	POST	DIF
	6.6	7.8	+1.2	5.7	8.0	+2.3
	9.2	10.0	+ .8	6.8	8.3	+1.5
	6.5	7.3	+ .8	7.9	10.7	+2.8
	9.0	9.7	+ .7	7.9	10.7	+2.8
	10.6	12.0	+1.4	10.1	10.7	+ .6
	8.9	11.2	+2.3	8.4	9.5	+1.1
	8.9	10.1	+1.2	5.0	5.8	+ .8
	3.5	6.5	+3.0	No Scores		
	No Scores			7.9	9.5	+1.6
	12.4	12.7	+ .3	9.2	11.6	+1.6
	5.0	5.8	+ .8	No Scores		
	7.1	7.9	+ .9	5.0	7.9	+2.9
	8.4	10.1	+1.7	7.1	6.3	- .8
	5.6	5.4	-0.2	7.1	6.8	+ .3
	5.0	5.5	+ .5	No Scores		
	9.3	11.0	+1.7	5.2	8.3	+3.1
	5.5	10.0	+10.0	6.8	9.2	+2.4
	7.1	9.0	+1.0	6.7	8.9	+2.2
	8.2	9.7	+1.5	9.6	12.9	+3.3
	No Scores			7.5	9.3	+1.8
	5.0	6.0	+1.0	No Scores		
	6.9	8.5	1.6	7.0	8.7	1.7

* Completed 75 instructional hours

N=42 in Reading
N=33 in Math
Total N=45